



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Longmans, Green & Co. offer *Deutsche Sagen*, a Course of German Reading, with Vocabulary (Gribler).

This book is a good reader for beginners, giving in easy German the contents of the prose and poetic legends of the tenth to the sixteenth century. Since the contents of the book are so well prepared, it is deplorable to see that the vocabulary has been neglected. We find there, for example, "*sei*, was, had, be; *sein*, his, her, be; *umfängt*, embrace; *übertliess*, left, abandoned; *worden*, been." Is not this sort of giving equivalents altogether too mechanical, encouraging unscholarly habits?

ERICH MÜNTER.

UNIVERSITY SECONDARY SCHOOL,
Chicago.

The Training of Teachers and Methods of Instruction. By S. S. LAURIE.
The Macmillan Company, 1901. 295 pp. \$1.50.

THE addresses and essays grouped under this title make a good presentation of Professor Laurie's educational doctrine. The discussion of the advisability of establishing chairs of education in universities brings out his views regarding, not only the aim of education, but also the preparation of the teacher. Out of his analysis of these two, he finds the philosophy, art, and history of education must so be studied by the future teachers as to develop a scientific habit of mind in their thinking on the subject of education.

An explanation of the three senses in which "sympathy" is used affords the author opportunity to say some very direct things about the "sympathetic sentimentalist among teachers:" "There are many good instincts in him running to seed. He requires bracing up." He speaks of "the pawing of the tender mind by well-meaning pedagogic moralists." He would bring the teaching body to some conception of sympathetic intuition by having them make a "conscious study of those mental processes which the born teacher intuitively feels and unconsciously practices."

The positive stand taken on the subject of the primary school shows Professor Laurie fearless in his denunciation of wrong to the finer spirits in the lower social class. He does not argue for the higher education of all; only, for "the finer and more ambitious spirits."

The attitude toward manual training and science is unique. It is that of one who has made a turn away from purely classical training, and then rests content in the simplest form of the new. The new is not investigated as material to be treated scientifically. After admitting the value of hand-work in primary education, *i. e.*, drawing for boys and needlework and cooking for girls, he protests vigorously against giving to manual training time that has been heretofore allotted to book-work. He finally waxes warm and asks: "Can we be expected to restrain our laughter when we see it stated by a hand-enthusiast in America that one hour of carpentering will do more for a boy's intellect than three hours of Sophocles?" He would keep out of the primary school the "thumb educationalist," and those who would teach science instead of literature and history.

The papers on "Geography in the School" and "History and Citizenship in the School" are very suggestive. It is worth while to attempt answering the question as to the reason why so keen a thinker becomes badly entangled in his thought, on pages

255 and 259, simply because he has emphasized the idea of adaptation of teaching to the age of pupils. In these addresses and essays, as in all of Professor Laurie's writings, the diction is worthy of the subject.

An Ideal School. By PRESTON W. SEARCH. D. Appleton & Co. 357 pp.

THERE are two dominant ideas in this projection of an ideal school: the necessity for a joyous, healthful physical life for children; the possibility of classifying children so that the extremes of ability in any group shall be almost identical. The writer, unfortunately, adopts the exhortatory and declamatory style which is affected by many lecturers in institutes for elementary school teachers. The most effective parts in the treatment of the leading ideas lie in the descriptions of the Abbotsholme, l'École des Roches, and other schools which are making the establishment of health among children an essential in their programs; and also, in the accounts of the methods pursued by various teachers who are making the development of the individuality of each child the central thought in their work.

Although the subjects in the curriculum are written up, the point of view is largely that of the old school. The psychology of the various subjects taught, particularly of mathematics, has not been considered by the author.

At present, no treatment of high-school children is possible without a few paragraphs or pages devoted to adolescence. The quotations on this subject are good, but the reader cannot help wondering what is the ideal of elementary education in the philosophy of those who see the necessity for activity first looming up in the high school. What about activity all through the school life?

Another minor question which receives attention is that of co-education. At first the author thinks that co-education between the ages of thirteen and seventeen is "a debatable question." It would be interesting to note the different ages and lengths of period in which co-education is "a debatable question" with different separatists. However, Mr. Search does not continue his discussion of separation very long. His understanding of boys and girls is so sympathetic that he finds it impossible to maintain his attitude of doubt in regard to co-education, and he finally concludes that "It is far better to have a boy's conception of girlhood colored by contact with the noble average girl of the school than by his riotous imagination or some exceptional suggestion."

The concluding chapter is a plea for the private endowment of an elementary and secondary ideal school. It is passing strange that the endowment in 1899 of the Chicago Institute, in which Colonel Parker was to be the moving spirit, entirely escaped the notice of Mr. Search, whose book appeared two years later.

Mental Growth and Control. By NATHAN OPPENHEIM, M.D. The Macmillan Company, 1902. Pp. 289 + viii.

A DISTINGUISHING characteristic of the medical doctor is a fondness for reflecting on ethical questions. The fundamental in this act is always of a psychological nature. As a rule, the physician is readier in discussion of questions bearing on mental activity than on bodily structure or function when speaking to the general public. Ethics and psychology are related to physiology, but the doctor whose business in life is caring for the body treats the problems in their domain in a somewhat dilettanteish